DOCUMENT RESUME

ED 439 734 JC 000 204

TITLE	Institutional and Program Planning Research Brief, 1997.
INSTITUTION	Saint Petersburg Junior Coll., FL. Office of Institutional Research.
PUB DATE	1997-00-00
NOTE	10p.; For volume 6, see ED 413 022.
PUB TYPE	Collected Works - Serials (022) -- Reports - Research (143)
JOURNAL CIT	Research Brief; v7 n1-3 Aug-Nov 1997
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Accountability; Change Strategies; *Community Colleges; Educational Planning; Higher Education; *Institutional Characteristics; *Institutional Evaluation; Two Year Colleges
IDENTIFIERS	*Florida

ABSTRACT

The three issues of this 1997 research brief provide information about institutional programming and planning at St. Petersburg Junior College (SPJC) (Florida). Brief number 1 summarizes the 1996 Enrolled Student Survey and contains sections on student demographics, student satisfaction ratings, and open-ended questions about academic and support services. Results indicate that students had an overall satisfaction with campus services. Brief number 2 is a specific demographic report of the Survey of Entering Students for Sessions I, II, and III, 1996-97. Demographic trends showed larger numbers of white, traditional aged (18 to 20 years of age) and female students. The majority of students, 52 percent, indicated that they desired to eventually transfer to a four-year college. Brief number 3 reports the results of the statewide accountability measures 1-5, which cover: (1) enrollment/retention/success; (2) degree transfer rates; (3) state licensure passing rates/ vocational program placement rates; (4) college preparatory success; and (5) performance on the state college skills proficiency exam. The junior college currently meets or exceeds the statewide performance measures for all accountability measures accept for the Associate of Arts degree transfer rates and state licensing examination pass rates. SPCJ's retention rates were higher than the statewide average. (AF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 734

St. Petersburg Junior College
Research Briefs
Volume 7 (1997)

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. F. Schaer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 000 204

BEST COPY AVAILABLE

RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 1 NUMBER 1 AUGUST 1997

SURVEY OF ENROLLED STUDENTS FALL 1996

St. Petersburg Junior College has developed a series of assessment surveys designed to assure the delivery of quality academic and student support services and to insure satisfaction of students, alumni and other constituencies with which the college works and cooperates in its effort to perform its mission. The purpose of this brief is to summarize the results of the second annual administration of the Enrolled Student Survey. This survey has three major sections: (1) demographic and academic data about the respondent, (2) the satisfaction and importance rating by students on 28 academic and student support areas, and (3) opened-ended questions related to the quality of the academic and support services. This survey was different from the Fall 1995 version in that the importance rating scale was added and both scales were seven (7) point.

In Fall 1996 7,000 surveys were distributed to students on all sites enrolled in day classes/clinical sections that met at 10:10 a. m. or in evening classes that were in session between 5:00 p.m. and 7:00 p. m. Excluded were students enrolled in dual credit, cooperative education, distance learning, non-credit and television courses. There were 4,877 surveys returned for a return rate of 70%.

The demographic profile of the respondents were compared to the Fall 1996 credit student profile shown in the SPJC FactBook, 1996. Students in both groups were predominately white, female, and averaged 20-39 years of age. Comparison by campus was not possible since the SPJC FactBook data is based on home campus while the survey asked students to identify the campus on which they received most of their services. With the exception of degree goals, the profile of the respondents was representative of Fall 1996 credit students. When contrasting degree goals, 72% of Fall 1996 credit students were enrolled in the A. A. degree and 15% were enrolled in A. S. degree programs compared to respondents 60% and 33%, respectively.

Based on a seven point scale, the value "4" would be the neutral point indicating neither superior nor inferior satisfaction/importance/quality. Values higher than the neutral point would show increasing satisfaction/importance/quality while values lower than the neutral point would show the opposite.

FINDINGS

Respondents were asked to rate their satisfaction level on 28 academic and student support services from "excellent" (value = 7) to "poor" (value = 1). The mean ratings ranged from a high of 5.59 for "Library" to a low of 4.06 for "Food services" with 11 of the services rated higher than 5 (see Table 1). In general, respondents appeared satisfied with the level of service they receive from the college.

The top and bottom nine (9) services in the Fall 1996 survey administration were compared to Fall 1995 results. The first six (6) of the top nine (9) in Fall 1996 were ranked among the top nine (9) the previous year (see Table 1). "Application/admission process" fell from a rank of 4 in 1995 to 11; "Selection of courses offered " fell from 8 to 14; and "Bookstore" changed from 9 to 10. "Specialized academic support services" rose from a rank of 12 in 1995 to 7; "Official mailings received from the College" rose from 11 to 8; and "Overall rating of student support services rose from 13 to 9. There was no change in seven (7) of the bottom nine (9) from one year to the next (see Table 1). "Orientation" changed from 21 in 1995 to 18 and "General information about programs and services" rose from 25 to 19. "Job/career and ELP Center" changed from 18 to 20 and "Convenience of times classes are offered" fell from 16 to 21.

Additionally, respondents were asked to rate the importance of the same services from "critical" (value = 7) to "unimportant" (value = 1). The mean ratings ranged from a high of 6.38 for "Overall quality of instruction" to a low of 4.19 for "Student activities" (see Table 2). Seven (7) services had a mean over 6.0 indicating they are of critical importance to students.

If the 28 services were compared concurrently on both satisfaction and importance, one of four combinations could occur. First, the services that were rated high in importance by the respondents could have a high satisfaction rating which would mean the College was accomplishing its objectives of providing a high caliber of service in those areas designated highly significant to students. This would mean that the College was expending its resources (time, personnel, dollars) on those services that students felt were important. This would be the best of all possible situations. Similarly, the services that were rated low in importance by the respondents could have a low satisfaction rating which would mean that students felt the service could be improved, however, it was not very important to them whether or not those improvements occurred. Third, the services could be rated high in importance but low in satisfaction. This would mean the College was not providing adequate services in those areas deemed important to students. Finally, the services could be rated low in importance but high in satisfaction. This would mean the College was providing a high caliber of service in areas that students felt were not very important to them. In the last two instances, it would be incumbent upon the College to review its use of resources (time, personnel, funds) to determine if a re-distribution would be in the best interest of the student body.

When the satisfaction rank of the nine (9) services identified as most important (see Table 2) were compared, four (4) of the services rated most important by enrolled students (Overall quality

of instruction, Overall quality of educational program content, Library, and Personal safety and security) were rated most satisfactory; three (3) services (Convenience of times classes are offered, Academic advising, and Parking) received low satisfaction ratings. When the same comparison was made for the bottom nine (9) rated importance items, four (4) services rated least important (Job/career and ELP Center, Food services, Student publications and Student activities) received low satisfaction ranks; three services (Official mailings received from the college, Attractiveness of campus and Specialized academic support services) received high satisfaction ranks. The same test was applied to the nine (9) services identified as most/least satisfactory (see Table 1). Four (4) services (Library, Personal safety and security, Overall quality of instruction, Overall quality of educational program content) rated high in satisfaction were also rated high in importance to enrolled students; three (3) services (Attractiveness of campus, Official mailings received from the college and Overall rating of student support services) rated high in satisfaction were rated low in importance. When the same comparison was made for the bottom nine (9) rated satisfaction items, four (4) services rated least satisfactory (Job/career and ELP center, Student activities Student publications, and Food services) received low importance ranks; three (3) services (Academic advising, Parking and Convenience of times classes are offered) received high importance ranks.

SUMMARY

This brief summarized the results of the second annual administration of the Enrolled Student Survey. The Fall 1996 survey was different from previous year in that the importance rating scale was added and both scales were seven (7) point In general, enrolled students were satisfied with the academic and student support services offered by the college. In fact, eleven (11) of the 28 services received satisfaction ratings higher than 5.0. There were few changes in satisfaction rankings of the services since the Fall of 1995 administration Tracking over several administrations will be necessary to determine a trend in any one service. All services the College provides were felt to be important to students and seven (7) were rated as being of critical importance (mean over 6 on the 7 point scale). The services were compared concurrently on both satisfaction and importance. From this comparison the management of three services (Convenience of time classes offered, Academic advising, and Parking) should be reviewed to determine if changes can be created to better meet the needs of the student body. The full report of this survey can be obtained from the Campus Provost or Institutional & Program Planning.

TABLE I

ACADEMIC AND STUDENT SERVICES RANKED BY SATISFACTION*

	Satisfaction Rank	Satisfaction Mean	Importance Rank	Importance Mean
Library	1	5.59	5	6.22
Personal safety and security	2	5.53	6	6.19
Overall quality of instruction	3	5.41	1	6.38
Overall quality of education program content	4	5.38	4	6.27
Supplemental instructional centers	5	5.3	14	5.65
Attractiveness of campus	6	5.27	22	5.1
Specialized academic support services	7	5.13	23	5.08
Official mailing received from the College	8	5.12	21	5.11
Overall rating of student support services	9	5.05	13	5.69
Bookstore	10	5.03	10	5.77
Application/admission process	11	5.01	17	5.54
Out-of-class access to computers	12	4.96	12	5.74
Facilities and equipment	13	4.93	15	5.62
Selection of courses offered	14	4.91	2	6.35
Registration process	15	4.88	8	5.95
Business office	16	4.87	20	5.13
Initial testing for placement in courses	17	4.83	18	5.34
Orientation	18	4.75	25	4.64
General information about programs & service	19	4.74	19	5.32
Job/career and ELP Center	20	4.72	24	4.88
Convenience of times classes are offered	21	4.69	3	6.35
Student activities	22	4.68	28	4.19
Academic advising	23	4.65	7	6.05
Financial aid office	24	4.59	11	5.75
Career counseling & career assessment	25	4.58	16	5.62
Student publications	26	4.53	27	4.25
Parking	27	4.18	9	5.92
Food service	28	4.06	26	4.53

TABLE 2

ACADEMIC AND STUDENT SERVICES RANKED BY IMPORTANCE*

	Importance Rank	Importance Mean	Satisfaction Rank	Satisfaction Mean
Overall quality of instruction	1	6.38	3	5.41
Selection of courses offered	2	6.35	14	4.91
Convenience of times classes are offered	3	6.35	21	4.69
Overall quality of educ program content	4	6.27	4	5.38
Library	5	6.22	1	5.59
Personal safety and security	6	6.19	2	5.53
Academic advising	7	6.05	23	4.65
Registration process	8	5.95	15	4.88
Parking	9	5.92	27	4.18
Bookstore	10	5.77	10	5.03
Financial aid office	11	5.75	24	4.59
Out-of-class access to computers	12	5.74	12	4.96
Overall rating of student support services	13	5.69	9	5.05
Supplemental instructional centers	14	5.65	5	5.30
Facilities and equipment	15	5.62	13	4.93
Career counseling & career assessment	16	5.62	25	4.58
Application/admission process	17	5.54	11	5.01
Initial testing for placement in courses	18	5.34	17	4.83
General information about programs & services	19	5.32	19	4.74
Business office	20	5.13	16	4.87
Official mailings received from College	21	5.11	8	5.12
Attractiveness of the campus	22	5.10	6	5.27
Specialized academic support services	23	5.08	7	5.13
Job/Career and ELP Center	24	4.88	20	4.72
Orientation	25	4.64	18	4.75
Food services	26	4.53	28	4.06
Student publications	27	4.25	26	4.53
Student activities	28	4.19	22	4.68

* Means calculated on 7-point scale; respondents = 4877. Shaded sections show top and bottom one-third ranked services by satisfaction and services by importance.

Office of Institutional Research
August 1997

BEST COPY AVAILABLE

RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 7 NUMBER 2 OCTOBER 1997

REPORT ON THE SURVEY OF ENTERING STUDENTS SESSION I, II and III 1996-97

The Survey of Entering Students is part of the college-wide assessment program at St. Petersburg Junior College (SPJC). The primary purpose is to obtain an overall picture of the needs and expectations of in-coming students and learn more about the factors and influences that lead them to apply to SPJC. This summary report presents the findings from the Survey of Entering Students for Session I, II and III 1996-97 at the College.

RESPONDENTS

One thousand three hundred and one (1301) surveys were returned by students applying for admission to the College during 1996-97. Sixteen percent (16%,302) planned to take classes at the St. Pete/Gibbs Campus, 44% (521) at the Clearwater campus, 32% (326) at the Tarpon Springs Center, 6% (75) at the Health Education Center, 1% (7) at the Allstate Center, and 1% (9) at other sites. The table below shows the student demographics of the surveyed students. The majority of students applying (56.5%) were 24 years of age or less, female (60.4%), and white (83.6%). About one-third (32.5%) had graduated from high school less than a year ago and planned on earning an AA degree and transferring to a four year college (52.0%)

	Number	Percent
AGE		
19 and under	465	36.9
20 - 24	247	19.6
25 - 39	348	27.6
40 - 54	159	12.6
55 or over	41	3.3
Total	1260	100.0
GENDER		
Female	598	60.4
Male	392	39.6
Total	990	100.0
ETHNICITY		
American Indian	12	1.0
Asian Pacific Islander	38	3.1
Black/Non-Hispanic	72	5.8
Hispanic	67	5.4
White	1032	83.6
Unknown	14	1.1
Total	1235	100.0
YEARS SINCE HIGH SCHOOL GRADUATION OR GED		
Less than 1 year ago	391	32.5
1 - 3	179	14.9
4 - 5	93	7.1
More than 5 years ago	549	45.5
Total	1212	100.0

	Number	Percent
PRIMARY REASON ENROLLING AT SPJC		
Earn AA/Transfer to 4-year College	615	52.0
Earn AS/Cert New/Different Career	316	21.8
Take Courses to Up-grade Job Skills	101	9.0
Take Courses for New/Different Career	76	5.4
Take Courses for Personal Enrichment	86	9.9
Other	53	1.9
Total	1247	100.0
PLAN TO TAKE CLASSES		
During the day	826	65.4
In the Evening	397	31.8
On the Weekend	138	2.8
Total	1261	100.0
PREFER TO ATTEND CLASSES		
Weekday mornings	495	40.2
Weekday afternoons	143	11.6
Weekday evenings	334	27.2
Anytime during week	130	10.6
Anytime during weekend	41	3.3
No Preference	87	7.1
Total	1230	100.0
PLAN TO ENROLL		
Primarily for Credit - Full-time	600	51.2
Primarily for Credit - Part-time	504	38.9
Primarily **Not** for Credit	88	9.9
Total	1192	100.0

ENROLLMENT PREFERENCE

The majority of students (51.2%) planned to enroll full-time and preferred to take classes during the day (65.4%). More students preferred weekday mornings (40.7%) than afternoons (11.8%) or evenings (27.6%) but 10.8% were willing to take classes any time during the week. Fifty one percent (51%) of the students who planned to enroll part-time would have preferred to enroll full-time given other circumstances or conditions. The top three conditions cited by the students were, "Job Responsibilities and Schedules," "Finances, " and "Family Responsibilities".

INFORMATIONAL SOURCES/MEDIA ABOUT SPJC

Perspective students were asked to identify the major sources and media used to obtain information about the College. "Materials Mailed to Students," "High School Presentations," "Materials Students Picked-Up," "St. Petersburg Times," and "Material from Display Rack" were the most noted. The five lowest sources included, "Internet/World-Wide Web," "Tampa Tribune," "Local Papers" "Weekly Planet," and "Weekly Challenger." Other informational sources/media used to learn about SPJC by students were "Friends," "Parents/Family," "Other Students Attending SPJC," and "Live In Close Proximity to Campuses".

FACTORS INFLUENCING DECISION TO ATTEND SPJC

"Proximity to Home," "Courses/Programs Offered," "Cost," "Friends' Recommendations," and "SPJC's Reputation" were the top five factors identified by students as influencing the decision to attend SPJC. The five factors identified least were " Contact with Faculty or SPJC Staff," "SPJC Staff Visits to High Schools or Place of Employment," "Music, Arts or Theater," "Athletics," and "Clubs or Organizations." Other factors that influenced students decision to attend the college were varied but several related to contacts that they had with individuals (professionals, advisors and counselors) that had knowledge about and/or recommended the College. It is interesting to note that "High School Presentations" was cited as a major source by which students acquired information but "SPJC Staff Visitations to High Schools or Place of Employment" was not a major factor that influenced their decision to apply to the College.

EXPECTED IMPORTANCE OF OFFICES AND SERVICES

Students were asked to rate how important they expected 19 offices and student support services would be to them on a ten-point (10) scale. Overall student ratings on the offices and services occupied a broad spectrum, ranging from a mean of 8.43 to 4.90. "Academic Advising" was the highest rated service and "Student Activities (clubs and organizations) was the lowest rated service overall. The top five rated services were: "Academic Advising" (8.43), "Library" (7.97), "Career Counseling and Related Services" (7.93), "Access to Computer Labs" (7.88) and "Financial Aid" (7.67). The five lowest rated offices and services overall were: "Help in Reading Skills" (5.65), "Volunteer/Community Services Experiences" (5.54), "Services to Disabled Students" (5.42), "Student Publications," (4.95) and "Student Activities" (4.90).

RATINGS ON EFFECTIVENESS OF CONTACTS WITH SPJC STAFF AND PUBLICATIONS

When asked to rate the effectiveness of their contacts with staff members and publications prior to applying to the College, "Contact with SPJC Staff During Campus Visits" was ranked the highest with a mean of 8.09 on a ten-point (10) scale, followed by "Visit by SPJC Staff to School or Work" (7.93), "Information/Content of College Publications" (7.93), "Clarity of College Publications" (7.82), and "Telephone Contact with SPJC Staff" (7.74).

CONCLUSION

Many valuable insights were gained about the perceived needs, expectations and the level of importance of the College's various offices and support services for in-coming students. In order to continually learn about and improve the quality of the academic and student support services of the College, and as an aid to unit planning at the departmental level, the Survey of Entering Students will be administered each session.

SPJC Office of Institutional Research
Institutional and Program Planning
October, 1997

RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 7 NUMBER 3 NOVEMBER 1997

STATEWIDE ACCOUNTABILITY MEASURES

The purpose of this brief is to update the status of the statewide accountability measures passed by the 1991 Florida Legislature and to compare SPJC's performance on each measure with the statewide performance. Section 240.324, F.S. directs that a management and accountability process be implemented that will provide for the "...ongoing improvement and assessment of the improvement of the quality and efficiency of the State Community College System." The areas to be addressed were specified in law. A Statewide Accountability Implementation Committee was convened to implement the necessary indicators and initiatives. There are five statewide measures of accountability, some with more than one part. The measures are:

- enrollment of students entering the college in relation to the previous year's high school graduates, retention of students (graduated or still enrolled), and student success (graduated still enrolled, or left in good standing);
- performance of A. A. degree transfers in the State University System;
- passing rates of students who completed vocational programs on state licensure tests and placement in related occupations;
- the success of students who are required to take college preparatory courses (completion of prep courses, retention and success in college credit programs); and
- performance of students on the College Level Academic Skills Test (CLAST) after they have completed 60 credit hours at the college.

During 1992, indicators to implement the measures were developed, timelines for the collection of data were established, draft reports were prepared, and an interim report was submitted to the Legislature. During 1993 the indicators were refined; institutions submitted college-specific accountability plans; and systemwide accountability goals and benchmarks were established. These linked the accountability process with the Community College Master Plan; an overall strategy for oversight of accountability was established and a systemwide report was submitted to the Legislature. During 1994 each college submitted a plan showing its progress towards meeting the measures and a second systemwide report was submitted to the Legislature. Annually this process has been repeated; that is, the Division of Community Colleges generates data for each measure, the colleges review their own figures, and a statewide annual report is generated by the Division and submitted to the Legislature. The accountability outcome measures, the statewide benchmarks, SPJC's target, SPJC's current performance, and the current statewide performance are described below.

INSTITUTIONAL PERFORMANCE

Outcome Measure 1: Enrollment/Retention/Success

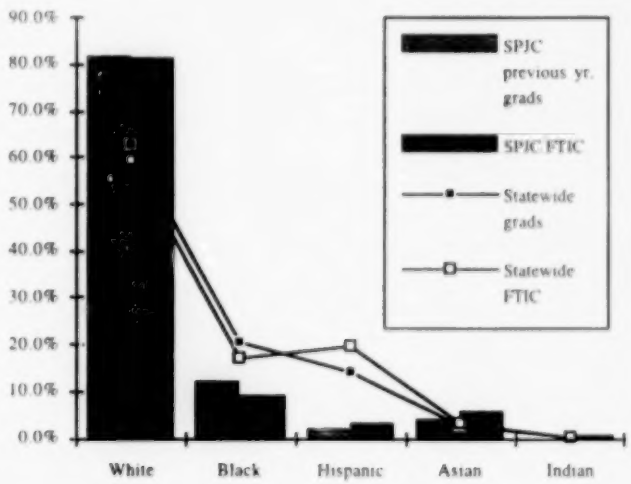
a. Enrollment

Measure--This measure addresses the percentage of high school graduates in one year from the college service area (Pinellas County) who enroll in the college (SPJC) the following year by ethnic category.

State Benchmark--To increase the percentage of previous year high school graduate minority student enrollments until such enrollments equal the previous years' high school graduates for each category.

SPJC Target--Increase black enrollment as a percent of prior year high school graduates to 35%.

SPJC Performance--The percentage of SPJC enrollees for three ethnic groups was greater than the prior year's graduates (Hispanic, Asian, and American Indian). For white and black students, the percentage of SPJC enrollees was less than the prior year Pinellas County high school graduates. This enrollment pattern was similar to the systemwide pattern. SPJC's black student enrollment of 28.3% is below the college's 35% target. However, the percent of enrollees to prior year graduates is greater for SPJC (37.4%) than the statewide average (32.2%) for all categories. The graph compares on the same axis the percentage of 1994-95 college enrollees to the previous year's high school graduates from Florida public schools by ethnicity. The bar graph shows SPJC's first-time-in-college students to Pinellas County graduates the previous year, the line graph compares the same information for all community college's compared to all county public high grads from the previous year.



b. Retention

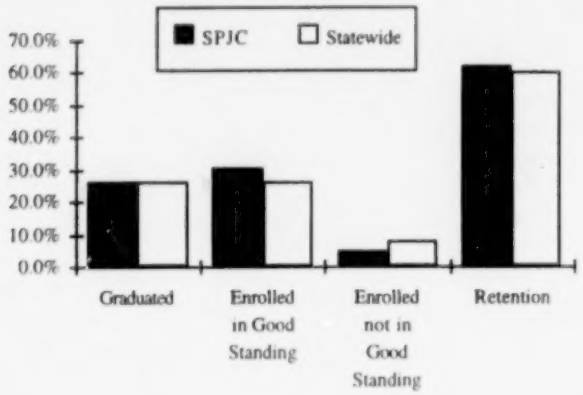
Measure--Described are the number and percentage of students, by ethnicity and full-time/part-time status, seeking A.A./A.S. degrees or Postsecondary Vocational Certificates (PSVC) who have graduated or who are enrolled after four years from the date of initial enrollment (defintion of retention). Initial enrollment is defined as 18 college credit hours earned toward a degree or 9 hours earned toward a certificate.

State Benchmark--To retain or graduate at least 50% of the part-time students four years after the date of initial enrollment. To retain or graduate at least 70% of the full-time students four years after the date of initial enrollment.

SPJC Target--To retain or graduate 65% of the full-time A.A. and A.S. students 4 years after initial enrollment.

BEST COPY AVAILABLE

SPJC Performance--State generated data shows 62.1% (833 AA/AS/PSVC students) of the Fall 1992 -- Spring 1996 cohort were "retained" (graduated or still enrolled) at SPJC. Systemwide the retention rate for this cohort was 60.4% (11,700 AA/AS/PSVC students). The graph compares the percentage of SPJC students who graduated or who are enrolled after four years from the initial enrollment to the Statewide comparable data.



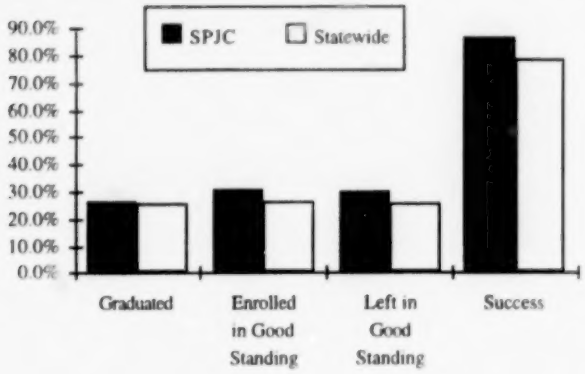
c. Success

Measure--Addressed are the number and percentage of students, by ethnicity, seeking A.A./A.S. degrees or PSVC who have graduated, are enrolled in good standing, or who left in good standing after four years from the initial enrollment.

State Benchmark--Eighty percent (80%) of students will have graduated, been retained in good standing or left in good standing four years after the date of initial enrollment.

SPJC Target--Ninety percent (90%) of A.A./A.S. degree and PSV Certificate students will have graduated, been retained in good standing or will have left in good standing four years after initial enrollment.

SPJC Performance--The graph compares the percentage of SPJC students who graduated, are enrolled in good standing, or who left in good standing after four years from the initial enrollment to the analogous statewide data. SPJC's success rate of 86.9% for A.A./A.S. degree and PSV Certificate students is higher than the statewide average of 78.5%.



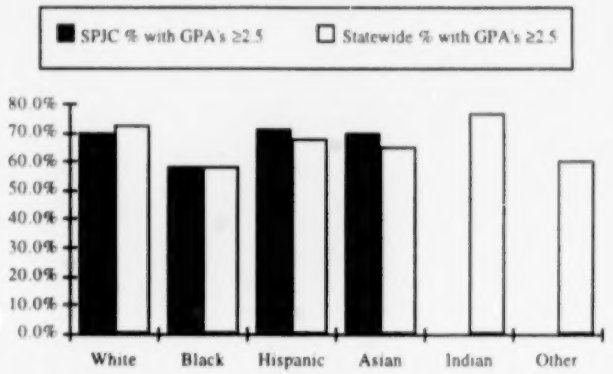
Outcome Measure 2:
A. A. Degree Transfer Performance

Measure--Computed is the grade point average (GPA) of A. A. degree students who transfer to a State University in Florida, segmented by university, college preparatory status and ethnic category.

State Benchmark--At least 70% of the A. A. degree students transferring to a state university will perform at a GPA of 2.5 or higher.

SPJC Target--At least 70% of the A.A. degree students who have transferred to the State University System will perform at a GPA ≥ 2.5 or higher.

SPJC Performance--SPJC's mean GPA of students in the state universities of 2.81 is slightly less than the statewide GPA of 2.83. However, 70% of both SPJC and all Florida community college A.A. degree students who have transferred to state universities are performing at a GPA ≥ 2.5. Moreover, 71.5% of those students who were not remediated at SPJC and 68.0% of those who were remediated have earned a GPA ≥ 2.5. The graph compares the percentage of SPJC students transferring to the state universities in 1993-94, who earned a GPA of 2.5 or more to the statewide community college average by ethnic category.



Outcome Measure 3:
State Licensure Passing Rates/
Vocational Program Placements

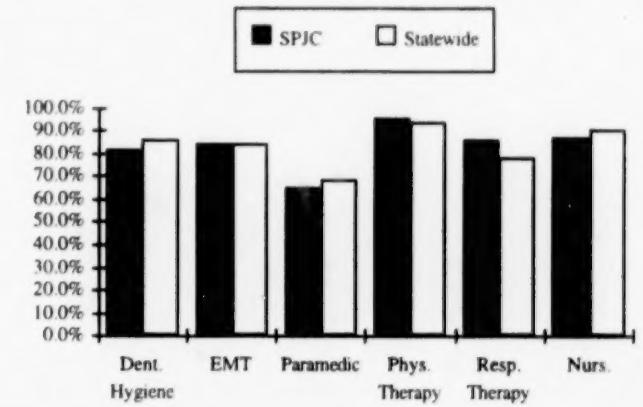
a. State Licensure Passing Rates

Measure--For those vocational programs that prepare students to sit for state licensure exams required for students to enter the profession, the number of students tested and the percent passing the examination are computed.

State Benchmark--At least 90% of all students sitting for a licensure exam will pass.

SPJC Target--Overall 85% of SPJC students who sit for licensure exams will pass.

SPJC Performance--SPJC students perform well on state licensure examinations. The overall pass rate for 1994-95 was 84.5% and the pass rate for each exam was over 64%. The overall pass rate statewide for programs offered by SPJC was 85.4%; for all community college programs with licensure requirements the statewide pass rate was 86.5%. The graph compares SPJC passing rates to the statewide percentages in programs at the college.



b. Placement Rates

Measure--This measure describes the number and percentage of students who complete an A.S. degree or PSV Certificate program or who leave the program and are employed in a job related to their instruction. Students are considered "placed" if they are found the following year to be: (1) continuing their education in a Florida community college or state university, (2) working a field related to their education, or (3) in the military. Placement rate was chosen only for programs with five or more completers in the placement pool.

State Benchmark--At least 90% of all students who complete a vocational program will be placed.

SPJC Target--At least 90% of all students who complete an SPJC vocational program will be placed.

SPJC Performance--The standard rate has been 70% in each program compared to the new state benchmark of 90%. Statewide 1993-94 data shows that 91.8% of 611 SPJC students (who were found) were placed. This compares statewide to 87.4% who completed the same programs as offered by SPJC. Statewide in all programs offered at community colleges the placement rate was 83.2% student completers.

Outcome Measure 4:
College Preparatory Success

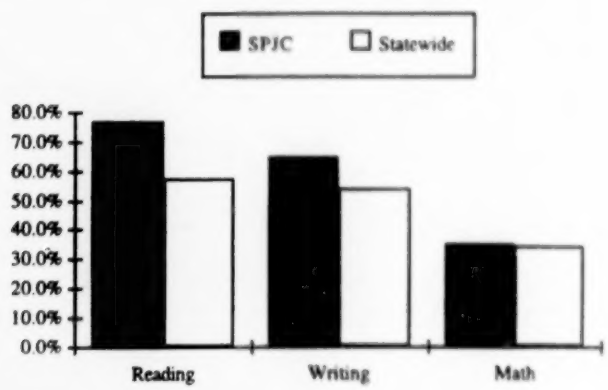
a. College Prep Course Success

Measure--This measure addresses the number and percentage of students who tested into college preparatory courses, by subject area, based on scores on the entrance exam. Of these students, the report shows how many enrolled in a college preparatory course (for the area needed) and those who passed the highest level college preparatory course (for that area) within two years to meet the standards for admission into college level courses.

State Benchmark--To have students in need of remediation pass the highest level college preparatory course at the following rates: reading-65%, writing-68% and math-50%.

SPJC Target--To have students in need of remediation pass the highest level college preparatory course at the following rates: reading-70%, writing-70% and math-50%.

SPJC Performance--For the Fall 1993 cohort, SPJC pass rates are reading 76.9%, writing 64.4% and math 34.8% which are higher in all subject areas that the statewide averages of reading 56.8%, writing 53.7% and math 34.5%. The graph compares the number of FTIC students in Fall 1993 taking a placement exam, and the number who failed, to the number enrolling in remedial courses and passing within two years, by subject area, for SPJC and statewide. The graph compares the percentage of SPJC students completing remedial course requirements to the statewide average by subject area for the Fall 1993 cohort tracked through Summer 1995.



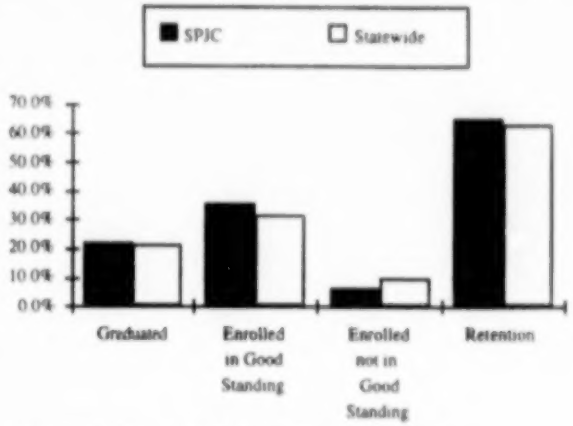
b. Retention Rate of College Prep Students

Measure--Described is the status of degree students who have completed their college preparatory requirements and who have graduated, are enrolled in good standing, or enrolled not in good standing four years after initial enrollment. Initial enrollment is defined as having completed 18 college credits towards an A.A. or A.S. degree.

State Benchmark--To retain or graduate at least 50% of the part-time students four years after the date of initial enrollment in college level courses. To retain or graduate at least 70% of the full-time students four years after the date of initial enrollment. Full-time students are those who attended full-time during their first college semester and at least one other semester.

SPJC Target--To retain or to graduate at least 70% of the full-time students four years after the date of initial enrollment.

SPJC Performance--Based on the Fall 1992 cohort, 64.8% of SPJC students were graduated or enrolled compared to 63.0% of statewide degree students. The graph compares the percentage of SPJC students who graduated or who are enrolled after four years from the initial enrollment to the statewide comparable data.



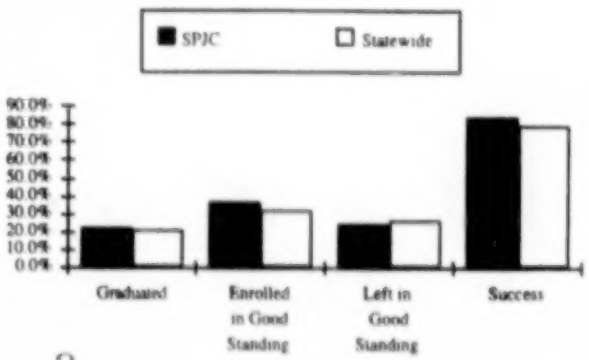
c. Success Rate of College Prep Students

Measure--This measure addresses the number and percentage of students who have completed their college preparatory requirements and who have graduated, or are enrolled or left in good standing four years after initial enrollment. Initial enrollment is defined as having completed 18 college credits toward the degree.

State Benchmark--To graduate, retain in good standing or to have left in good standing at least 75% of the students four years after the date of initial enrollment in college level courses.

SPJC Target--To graduate, to have enrolled or left in good standing at least 75% of the degree students four years after the date of initial enrollment.

SPJC Performance--Based on the Fall 1992 cohort, 83.1% of SPJC students were graduated, enrolled or left in good standing compared to 79.3% of statewide degree students. The graph compares the percentage of SPJC students who graduated, are enrolled in good standing, or who left in good standing to the statewide comparable data.



BEST COPY AVAILABLE

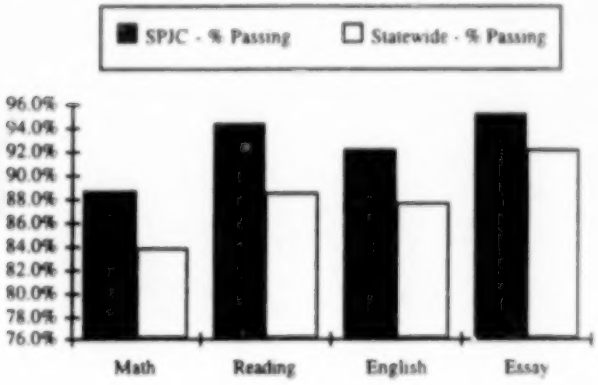
Outcome Measure 5:
CLAST Performance

Measure--Described are the number and percentage of students who have passed CLAST after they have completed 60 or more college credit hours, segmented by ethnicity and participation in college preparatory courses.

State Benchmark--To have at least 80% of all students who have completed 60 credit hours pass all parts of CLAST (overall), including 68% for college prep students and 90% for non-college prep students.

SPJC Target--To have at least 85% of all students who have completed 60 credit hours pass all parts of CLAST, including 80% for college prep students and 90% for non-college prep students.

SPJC Performance--SPJC's overall passing rate for all four tests was 81.7%, including 74.6% of students with college prep work and 92.1% of students with no college prep work. This compares favorably to the statewide overall pass rate of 74.7%, including 62.1% of students with college prep work and 86.4% of students with no college prep work. The graph below compares SPJC's overall passing rates to the statewide percentages by subject area for 1994-95.



Summary

SPJC's current performance meets or exceeds the statewide performances for all accountability measures except A.A. degree transfers and for state licensing examination pass rates. The difference between the statewide average rate and SPJC's for A.A. degree transfers was exceptionally modest. While statewide 70.4% of the A.A. degree transfers earned GPA's greater than or equal to 2.50, 69.8% of SPJC transfers met that standard. The statewide average GPA was 2.83 compared to 2.81 earned by SPJC transfers. Similarly, while SPJC met its own target with respect to state licensing examination pass rates (85% overall pass rate), its overall pass rate was less than that of the statewide average.

Several areas of improvement have been realized over last year. These are in the areas of retention and success of students. For the cohorts of A.A./A.S. degree students whose fourth year of attendance at SPJC ended in Spring 1995, the retention rate (degree students graduated or still enrolled) was 59.6%; for the next year's cohort that percentage increased to 62.1%. For students who complete all college preparatory requirements and earned at least 18 college-level credits, the previous year's retention percentage was 62.8% compared to the Spring 1996 rate of 64.8%. For both groups of students, SPJC's retention rates were higher than the statewide average.

For the cohort of A.A./A.S. degree students whose fourth year of attendance at SPJC ended in Spring 1995, the success rate was 84.2% compared to 86.9% for the Spring 1996 cohort. For students who completed all college preparatory requirements and earned at least 18 college-level credits, the previous year's success percentage was 79.8% compared to the Spring 1996 rate of 83.1%. For both groups of students, SPJC's success rates were higher than the statewide average.

SPJC's program placement rates of A.S. degree and Vocational Certificate program completers continues to be higher than the statewide average for the third consecutive year and also has improved each year. For the 1993-94 graduates, the SPJC placement rate was 91.8%.

The success rate for students tested into college preparatory courses and who passed the highest level requirement by subject area within two years, was higher for SPJC students than the statewide average for reading, writing, and mathematics. Additionally, the reading pass rate of 76.9% was higher than either the statewide average of 65% or the SPJC target of 70%.

SPJC Office of Institutional Research
November 1997